DOCUMENT RESUME

ED 203 052 CE 029 099

AUTHOR Kellogg, Larry James
TITLE Development and Implementation of a Multi-Purpose School Volunteer Program in an Adult Education Center.
PUB DATE 80
NOTE 83p.: Ed.D. Dissertation, Nova University.

EDRS PRICE MF01/PC04 Plus Postage.
DESCRIPTORS Administrator Guides: Adult Basic Education: *Adult Education: Adult Programs: *Community Involvement: Community Programs: Cost Effectiveness: Day Care: Educational Needs: High School Equivalency Programs: Interpersonal Relationship: Needs Assessment: Occupational Surveys: *Paraprofessional School Personnel: *Program Development: *Program Effectiveness: Program Implementation: Remedial Instruction: School Aides: Surveys: Teacher Role: Training Objectives: Tutoring: *Volunteers
IDENTIFIERS Florida (Dade County): *Miami Southridge Adult Education Center FL

ABSTRACT

A community volunteer program was developed for Miami Southridge Adult Education Center in Dade County, Florida. The program was designed to serve a variety of needs, including providing remedial training for students preparing to take the General Educational Development examination, providing supervisory and tutorial services for the children of adult education students, enabling adult education faculty to work with small groups of students in overcrowded classroom settings, providing general clerical services, and providing a variety of volunteer assignments to meet the varying needs of the adult education program. The program's accomplishments included (1) institutionalization of 22 volunteers for the adult education program: (2) a 38 per cent satisfactory completion rate for students repeating the General Educational Development examination after failing on the first attempt: and (3) a 28 per cent increase in enrollments made possible because of the availability of supervisory and tutorial services to participants' children. The program was determined to be highly effective and cost effective and was recommended for duplication at other institutions. (Appendixes, constituting half the document, contain various project surveys, planning and check sheets, and an administrator guide for implementing an adult education volunteer program.) (Author/MN)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED203052

DEVELOPMENT AND IMPLEMENTATION OF A MULTI-PURPOSE SCHOOL VOLUNTEER PROGRAM IN AN ADULT EDUCATION CENTER

by Larry James Kellogg[1]

Submitted in partial fulfillment of
requirements of the National Ed. D. Program
for Educational Leaders, Nova University

1980

Individual Practicum
Dade Cluster

[1]Adult Education Volunteer
Coordinator
Miami Southridge Adult
Education Center
Miami, Florida
U.S.A.

CE 029 099

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

Lois A. Pavlik

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

AUTHOR	Kellogg, Larry James
TITLE	Development and Implementation of a Multi-Purpose School Volunteer Program in an Adult Education Center
	Nova University 1980
DESCRIPTORS	Adult Education Programs/Para-professional School Personnel/ Role Perception/School Aides/ Volunteers/ Training Objectives/ Adult Basic Education/Occupational Surveys/Teacher Roles/ Inter-personal Relationships/ Pre-service Education

ABSTRACT A community volunteer program was proposed for a metropolitan adult education center in Dade County, Florida. The program was established to serve a variety of needs including: to provide remedial training for students preparing to take the General Education Development examination; to provide supervisory and tutorial services for the children of adult education students; to provide the adult education faculty the opportunity to work with small groups of students in overcrowded classroom settings; to provide general clerical services; and to provide a variety of volunteer assignments in order to meet the varying needs of the adult education program. The program's accomplishments included: the institutionalization of twenty-two volunteers for the adult education program; a thirty-eight percent satis-

factory completion rate for students repeating the General Education Development examination, after failing on the first attempt; a gain in the adult education center's population, as twenty-eight percent of the newly enrolled students were able to enroll because of the supervisory and tutorial services that were offered to the adult students' children; and that the program, though broad in scope, was cost effective for the center. The program was implemented on May 15, 1979; it is still functioning effectively.

CONTENTS

Chapter		Page
I	IDENTIFYING THE PROBLEM	1
	School Setting Background Information Contributing Factors to the Problem Statistical Information Relevant to Problem	
II	ANALYSIS OF THE NEED	8
	Defining the Need Analysis of Need Assessments	
III	OBJECTIVES OF THE PROGRAM	14
	Terminal Objectives	
IV	DEVELOPING A STRATEGY	15
	Alternatives to be Considered Choice of Strategy	
V	IMPLEMENTATION OF THE PROGRAM	22
	Preparation Operation	
VI	PROGRAM EVALUATION	32
	General Outcome Evaluation by Objectives Evaluation of the Cost Effectiveness Evaluation of Side Effects	
VII	INSTITUTIONALIZATION OF THE PROGRAM . . .	38
	In Original Setting In Other Settings	
VIII	CONCLUSIONS AND RECOMMENDATIONS.	40
	Conclusions Recommendations	

CONTENTS (continued)

Appendices		Page
I	Adult Education Center Faculty Questionnaire	44
II	Registration Survey	45
III	Faculty Interest Survey	46
IV	The Community Volunteer Program	47
V	Pre-Program Survey	49
VI	Teacher/Volunteer Planning Sheet	51
VII	Teacher/Volunteer Conference Checksheet	52
VIII	In-Service Training Session	53
IX	Adult Education Center Oral Survey	55
X	Post-Program Survey	59
XI	An Administrator's Guide for the Implementation of an Adult Education Volunteer Program	61
GLOSSARY		75
BIBLIOGRAPHY		76

PREFACE

The following is a detailed account of a situation that arose in a modern adult education center in Miami, Florida. The situation forced the adult education center's administration to look beyond the boundaries of the professional staff for help. Based on the planning and structuring of this program, community volunteers were used by the adult education center to alleviate many of the problems that existed, and to address the needs of the adult students. The results of the program benefited not only the adult students but also the adult center and community.

Special thanks must be given to Dr. Fran Altman, Principal of Miami Southridge Adult Education Center, whose continuous support added greatly to the program's success.

CHAPTER I

IDENTIFYING THE PROBLEM

Throughout the Dade County School System, Miami, Florida, there existed a variety of factors which diminished the effectiveness of the educational process. Problems included items such as over-crowded classrooms, wide ranged ability groupings, and a variety of complex student needs. The problems were not centered in one specific area, such as elementary education, but existed throughout the secondary and adult education programs as well.

One of the rapidly growing educational programs throughout the United States is adult education. According to governmental figures, adult enrollment was up twenty percent from 1966 to 1976. In actual figures, this represented a growth from a level of 3,515,000 students to 4,225,000 students taking adult education classes.

The Department of Education defines an adult student as

> a person who is over the age of sixteen and is likely to have social roles and responsibilities different from youth. If the adult is not enrolled formally as a full-time student in an educational institution, the individual typically has multiple pursuits involving work, family, community and individual interests. Thus,adults

> have economic, domestic, and citizenship requirements which claim their time and attention.[1]

In adult education centers throughout the nation, adults have varied reasons for enrolling. Some try to remediate their basic skill competencies in order to complete successfully the General Education Development examination (G.E.D.). Some individuals enroll to secure better paying jobs. Others enroll for the social intercourse adult education programs offer. Whichever the case, adult centers throughout the country face the problem of increasing enrollment and overcrowding. By state and national standards, a one-to-twenty-two pupil-teacher ratio was established as one that provides an environment conducive to learning.

Other complex problems are prevalent throughout the nation's adult education centers. English-speaking teachers are being placed into classrooms with English- and non-English-speaking students. In adult centers where communities are bilingual, teachers have to teach students in languages foreign to their students' primary language. The number of non-English-speaking students enrolling in adult education classes is increasing throughout the nation. According to the official reports from fiscal year 1976, compilations for the 1976 school year indicated that participants in the adult education programs across the nation

---

[1]James R. Broschart, Lifelong Learning in the Third Century, United States Government Printing Office, Washington D.C., Stock Number 017-080-01621-4, 1977, p.3.

included 17,227 native Americans, 137,178 Asian Americans, 360,223 Spanish surnamed persons, and 394,440 Black Americans.

According to law,

> the Adult Education Act (P.S. 91-230) provides federal assistance for the establishment of state-administered programs of adult education for all individuals sixteen years or older who have not completed high school (or its equivalent) and who are not enrolled currently in school. These programs enable students to continue their education to at least the secondary level and make available the means to secure training that will enable them to become more employable and productive citizens.[2]

Law also provides that "bilingual education programs for adults who come from environments where a language other than English is dominant and who for that reason have difficulty speaking and understanding instructions in the English language be developed."[3] Finally, the law states "the state education agency shall be responsible for providing bilingual programs for adults, for persons of limited English speaking ability, by providing bilingual education programs in which instructions are given in English and, to the extent necessary, to allow such students to progress effectively through the adult education program, in the native language of each person."[4]

---

[2]United States Congress, Public Law 91-230; The Adult Education Act, (ESEA, Title III).

[3]United States Congress, Public Law 93-380, Educational Amendment 194.

[4]United States Congress, Government Report 20; 1201, 1203 and 1205, Senate Report 634, 91st Congress, 2nd Session, p. 71.

One critical area of concern for adult education programs is the remedial training of adults who are deficient in basic skill performance. A report published in March, 1978, entitled "Education Performance Levels" stated facts concerning the nation's literacy rates of adults.

> According to the Adult Performance Level concept, functional literacy or competency is not simply the ability to read or write at some arbitrary low level. Adult performance level research defines the ability of an adult to apply skills to several major knowledge areas which are important to adult success. These skills have been identified as communication skills (reading, writing, speaking and listening); computation, problem solving and interpersonal relationships. Using simulations of requirements keyed to the adult performance level's definition of literacy (such as reading job notices, making change, shopping, locating needed services, or understanding insurance), the adult performance level project has developed a general index of literacy which classifies adults into one of three groups: APL 1--those adults who function only with difficulty because of their unsatisfactory mastery of the requirements for functional literacy; APL 2--those adults who are functional, but not proficient; and APL 3--those adults who are proficient. These surveys indicated that almost one of five adults is in APL group number one, or the non-functional group. The following table summarizes the proportion of adults in each literacy category by percentages.[5]

	APL FUNCTIONAL LITERACY LEVELS		
AREAS	1	2	3
Occupational Knowledge	19.1	31.9	49.0
Consumer Economics	29.4	33.0	37.6
Government and Law	25.8	26.2	48.0
Health	21.3	30.2	48.3
Community Resources	22.6	26.0	51.4
SKILLS			
Reading	21.7	32.2	46.3
Problem Solving	28.0	23.4	48.5
Computation	32.9	26.3	40.8
Writing	16.4	33.9	58.1
Over-all Competency	19.7	33.9	46.2

[5]James Parker, Adult Performance Levels, U. S. Office of Education (Washington D.C. 1978).

In the conclusions and recommendations section of the National Panel on High Schools and Adult Education, commonly referred to as the Martin Report, it stated:

> concentrating education in the high schools has also produced the excessive isolation of adolescents from all other age groups in our society. Insulating our youngest adults from contact with older generations has resulted in a breakdown in the transmission mechanics of society. A disconnected youth society and subculture characterized by rapid change and generational hostilities has resulted. The recency, less than twenty-five years, of the high school's enrollment of the whole age group, has tended to delay recognition in that in the name of universal formal education we have broken the informal educational links which have tended to stabilize values and provide continuity to social roles. We are also concerned with the loss of youth's idealism that served as a refreshing prod to the too early resignation by adults to the world as it is. In the name of education we have delayed entry of adolescents into the world. But we do not see nor do we recommend a return into yesterday's more exclusive high school or retreat to a lower age for compulsory schooling. Instead we shall suggest new educational settings to supplement the high school which will combine the enrollment of other adults with adolescents.[6]

In summary, the panel's opinion was to have high-school-age students in the same classes with older adults. Obviously, the high school-age students could learn a great deal from the experiences of the older students. The older students would also have the experience of viewing the high school-age students' unique problems. Combining the two groups could be a means to bridge the ever-widening generation gap that existed.

[6]National Panel on High Schools and Adult Education, The Education of Adolescents (Summary, Conclusion, and Recommendations of the National Panel on High Schools and Adult Education).

Miami Southridge Adult Education Center is located in the southwest section of Dade County, Florida. The center serves as a senior high school during the daytime, and opens its doors for adult education during the evening hours.

As previously stated, citizens come to Miami Southridge Adult Education Center, and centers throughout the United States, for various reasons. Many students come to the center to increase their earning potential, while other students take classes to be considered for promotion. Some students come to the center merely to meet new friends and enjoy the social intercourse the adult center offers.

Many adults in the Southridge Adult Center community wanted to attend classes but could not. Reasons for not enrolling included: the inability to receive promotions even though advanced coursework was taken; Spanish-speaking adults did not think classes would be conducted in their language; adults thought that the center offered courses such as social studies, mathematics and English, rather than a variety of activity type courses; and adults could not previously attend because they had small children at home and were unable to leave them.

Because of the situation that existed at Miami Southridge Adult Education Center, the author proposed a multi-purpose adult education volunteer program. The program focused on tutorial services for English- and Spanish-speaking adults who needed remedial training after failing the General Education Development examination on the first attempt,

and on educational and supervisory services for the adult education students' children while the parents attended classes.

The program used as its main source of support community adult volunteers and high school-age honor students. The volunteer program attempted to address existing needs of the adult education center. The use of such a program had a marked effect on the author's educational system.

CHAPTER II

ANALYSIS OF THE NEED

The Miami Southridge Adult Education Center had to find ways to address two specific needs: a need to provide adult students with remedial training in English and Spanish that enabled the students to pass the General Education Development exam on the second attempt, after previously failing the exam; and to provide tutorial and supervisory services for the adult students' children while the parents attended classes.

The author developed the program to address the needs that existed. Each need had significance, and each caused unique problems for the author.

The first need was identified when the author looked at the success rate of those students who took the General Education Development examination. According to the Adult Performance Levels previously stated, only 46.3 percent of the adult population in the United States function proficiently in basic skill performance. At Miami Southridge Adult Education Center, one in every six students who took the General Education Development exam failed on the first attempt.

During the needs assessment period, fifty-eight students took the General Education Development examination. Of the students taking the exam, fifteen failed. Of the fifteen students who failed the exam, ten decided to enroll in the remedial course to prepare for another attempt at

passing the exam. Of the ten repeating the preparation course, seven passed the exam on the second try. The next time the exam was given, a total of eighty-three students took the test. Of the eighty-three students, thirty-one students failed the exam. Of the students failing the exam, twenty-two decided to take the course to prepare for retesting. Of the twenty-two students who repeated the course, only eight passed on the second attempt, or about thirty-five percent.

Analyzing the statistical information compiled, the author tried to identify the cause for such a failure rate. One contributing factor was the overcrowding that existed in the adult education classes. By state and national standards, a one-to-twenty pupil-teacher ratio was established as one which would provide the proper environment for the educational process to take place. At the Miami Southridge Adult Center, however, the pupil-teacher ratio reached a level of one to thirty-two. With class size continually increasing, teachers had no opportunity to work individually with students that needed help.

At the adult center, students trying to reach competencies to receive their high school diplomas must take classes in English, mathematics, science, and social studies. The teacher's ability to teach was hampered by numerous problems. As previously stated, the overcrowded classes placed a huge burden on the faculty members. Many English-speaking teachers were assigned classes where

non-English-speaking students were enrolled. One factor which contributed to the lack of effectiveness was the large range of ability levels within each class. Adults learn at more varied rates than do children.

During the assessment period the author completed a survey (Appendix I) which included: the number of ability groups within each teacher's class; the method the teachers used to separate their students into ability groups to address the groups' specific problems; the number of students in the classes who spoke a language other than that of the teacher; and the number of students who were enrolled in each of their classes.

The survey pointed out the following: (1) The average number of different ability groupings within a class numbered five; (2) only one teacher (a reading teacher) actually divided his class into ability groups to address specific problems the students were having; (3) thirty-five percent of each class spoke a language different from that of the teacher; and (4) the average class count was thirty-three students.

The Miami Southridge Adult Education Center offered two courses specifically designed to address the problems of having non-English-speaking students enrolled in a class with an English-speaking teacher. The General Education Development (G.E.D.) preparation course was offered in English and in Spanish. Also offered at the Center was a class entitled "English for the Foreign Born." It was

interesting for the author to find out that some students were taking the General Education Development preparation course and a remedial math course in English, while others took the Spanish General Education Development preparation course and an English mathematics course. Some students, in order to improve their proficiency in basic skills, took both the General Education Development preparation course in Spanish and "English for the Foreign Born." Researching the actual numbers of enrolled students, the author found that six students were enrolled in Spanish G.E.D. and "English for the Foreign Born," one student was enrolled in English G.E.D. and an English remedial math course, and one student was enrolled in Spanish G.E.D. and in English remedial mathematics.

One area of interest to the author was to examine why adults come to the adult center for classes. As stated previously, many came to receive their high school diplomas, to work toward future promotions, to meet new friends, or merely to take courses that interested them. A survey was conducted (Appendix II) during the registration process which asked why the adults enrolled in classes. Sixty-five percent said that by enrolling in the adult education classes, they would be able to make more money in their regular jobs. Many of these people also stated that they wanted to receive their high school diploma. Adding the two percentages together (those that wanted to make more money and those that wanted to receive their high school

ee) totalled seventy-four percent. Fourteen percent
ed they enrolled in the adult center to keep their minds
ve by taking new subjects, or subjects they had interest
Almost ten percent of the people stated that they came
the adult center to meet new friends, and to enjoy the
pany of other adults.

The author was also interested in the reasons why
lts do not enroll in the adult center. On the registra-
n survey (Appendix II) the author asked questions which
e the reasons for adults not enrolling. The reasons
ried as to why the adults had not previously come to the
nter. The following statistics were taken from the
rvey: (1) thirty-three percent of the adults enrolling
r the first time had not enrolled in the past because
ey had not had the opportunity for promotion by taking
tra courses; (2) twenty-seven percent of the Spanish-
eaking people who had not enrolled previously stated they
d not come because they thought all the courses were
ught in English, especially the G.E.D. preparation course;
) nine percent of the people that had not previously
rolled stated their reason for not enrolling was because
ey thought the center offered only academic courses such
science, mathematics and government, and not any enrich-
nt courses; and (4) twenty-eight percent of the people
rveyed stated that they had not previously enrolled
cause they had small children at home and had no way of
ving them supervision while they attended classes.

The author analyzed the information received from the survey and addressed the two major needs. The program which was established must provide remedial training in English and Spanish for those students trying to pass the General Education Development exam after previously failing the exam on the first attempt. The program also must provide educational and supervisory services for the children of adult education students while they attend night classes. Using an adult education volunteer program, which would be multi-faceted in its functions, the author implemented the program in order to make a significant contribution to the education system of the Miami Southridge Adult Education Center.

CHAPTER III

OBJECTIVES OF THE PROGRAM

The following program objectives were established:

1. To provide individual and group remedial training in English and Spanish for students who had failed to pass the General Education Development examination on the first attempt, such that forty percent of the students receiving remedial work would pass the test on their second attempt, from May 15, 1979, to January 15, 1980; and

2. To provide educational experiences and supervisory support for the children of adult education students, such that twenty percent of the newly enrolled students surveyed stated that they would not have been able to attend the center unless those services were available, from May 15, 1979, to January 15, 1980.

CHAPTER IV

DEVELOPING A STRATEGY

In order to address the need which was present at Miami Southridge Adult Education Center, the author had to develop a program which would bring additional staff members into the building. The author had to be careful while implementing the program, not to develop a program which would not be cost-effective. Essentially, the author needed to provide some type of low-cost method of providing additional staffing for the center.

According to Title IV-C and the Elementary and Secondary Education Act, any individual may become a school volunteer. In some cases volunteer programs are federally funded. Community volunteer programs were established throughout the elementary schools in the Dade County Public School System; however, a phone survey verified that there were no adult education volunteer programs. The needs that had to be addressed at Miami Southridge Adult Education Center included: remedial training in English and Spanish for those who previously had failed the General Education Development examination, which would enable them to pass the G.E.D. on their second attempt; and educational and supervisory services for the children of adult education students so more adults could attend classes. An adult education volunteer program, if implemented properly, would make a significant contribution toward addressing these needs.

In order to develop a workable strategy for the program the author examined publications concerning volunteer programs and adult education centers. The author examined programs with the hope of discovering problems which have caused other program facilitators trouble in the past.

In the 1977 publication of Lifelong Learning in the Nation's Third Century by James Broschart, many different concerns were brought into focus concerning adult education and the problems that exist for teachers of adult students. The author was especially interested in how students viewed teachers. In one section entitled "Adult Learners and Adult Educators," it stated

> There is also strong evidence that the discovery method works well with adults, based on such practices as simulations, projects, and case method analysis. Adult learners are willing to accept responsibility for much of their accomplishments; in a large degree they might view a teacher as a facilitator, although they would probably require a strong assurance of the teacher's degree of skilled preparation. Additionally, adult learners would respond to variety rather than to repetition.[7]

The ideas expressed by James Broschart are congruent with what the father of adult education, Malcomb Knowles, referred to as androgogy. Androgogy is the art of helping adults learn as opposed to teaching. The author had to make sure that the volunteers and teachers were aware that adult students sometimes view them as facilitators, or individuals that will help them learn. The article, therefore, emphasized that the relationship between adult learner and adult education teacher is totally different from that of the regular school setting.

---

[7]James R. Broschart, Lifelong Learning in the Nation's Third Century, HEW Publication Number (OE) 76-09102, U.S. Government Printing Office, Washington D.C., 1977.

The author reviewed a study called "A Study of Teacher Aides in Ohio Adult Basic Education Programs" by David Boggs. The study gave the author insight as to the training and functions of school volunteers. One of the objectives of the program was to provide demographic data on the aides' education, ethnic background, sex, age and experience. Another was to determine the nature and extent of scientific instruction, and clerical and community relation activities performed by the volunteers. The third objective was to determine how well prepared the aides were able to perform their functions.

One concern addressed in the study was the nature of the student-aide relationship. Demographic variables were statistically correlated with data on functions, training needs and teacher-aide relationships to determine whether (1) aides with more education would have more instructional duties than aides with less education; (2) being a former adult basic education student or former G.E.D. student would be correlated with students bringing in problems and complaints to the aides instead of the teacher; and (3) the higher education levels for aides would be correlated with the students bringing problems and complaints to the aides instead of the teacher.[8]

The program tried to assess the modality of partnership between the teachers and their aides. The program was broken down into four different modalities: (1) the teacher determines all aide's functions; (2) the aide, under the direction of the teacher, was given moderate

---

[8]David Boggs, A Study of Teacher Aides in Ohio Adult Basic Education Programs, (Ohio State Department of Education, Columbus, 1976) ED 133-522.

flexibility and direction; (3) the aide had a wide range of discretion to lead instruction and discussions; and (4) the aide had complete responsibility for the instruction of pupils (homebound program).

Analysis of the program found that aides with greater flexibility and independence had greater interest in further professional training and therefore desired to expand their instructional involvement. The aides also recognized their own weaknesses which they agreed was primarily their lack of instructional experience and limited understanding of more advanced subject matter. The aides proved most willing to work on these deficiencies.

The final aspect of the program dealt with the relationship established between the aide and the teacher. Four factors which were important to the teacher-aides relationship were: (1) the overwhelming positive relationship between the aides and their teachers; (2) the aides were quite proud that they functioned as a bridge between the students and the adult basic education program; (3) the services rendered by the aides were rewarding to those that participated; and (4) the aides felt that they gave the students comfort, especially as the date for the G.E.D. test drew near.

Some of the working hypotheses of the program were not satisfactorily substantiated. The program hypothesized that the aides with more education would be given more in-

structional duties than aides with less education; that being a former adult basic education student or a former G.E.D. student would be correlated with the student bringing the problems to the aides and not the teacher; and that the higher education levels should be correlated with students bringing their problems to the aides instead of the teacher. None of the correlations proved to be substantiated significantly. What proved to be pertinent in the aide-student relationship were qualities of personality and attitude. Therefore, because aides were able to relate well with the students, the students trusted and relied on them. From the aide's standpoint, students saw them on their own level and therefore were more approachable than the teacher.

The author concluded the study with a questionnaire which was used in order to determine the actual functions of the aides in the volunteer program. The questionnaire was developed around the aides' functions covering instructional duties, clerical duties or community relation duties. The questionnaire gave this author insight into the post-program survey questionnaire that was developed for his program (Appendix X --- Post-Program Questionnaire).

After completing the review of current literature on volunteer programs and adult education, the author developed a strategy to address the needs in his educational setting.

In order to address the first need -- a need to provide

students in an adult education center with remedial training in English and Spanish, which would enable the students to pass the General Education Development examination on the second attempt -- the author developed the following strategy:

1. To implement an adult education volunteer program which would enable the classroom teachers to break their classes into matched ability groups for individual and group remedial training

2. To use the volunteer program in the classroom setting to free the teacher to work with individual students have specific problems

3. To provide in-service training for all high school-age and adult volunteers to (1) define the volunteer role, and (2) train the volunteers to work effectively as adult education aides

4. To keep the volunteers alert and pleased with their assignments, to maintain regular attendance, and to keep the volunteers' attitudes positive

In order to address the second need -- to provide educational and supervisory services for the children of adult education students while they attended classes -- the author developed the following strategy:

1. To advertise the adult center's service to the community

2. To give in-service training for all volunteers working with "The Children's Hour"

3. To implement a volunteer program using high school-age honor students and adult volunteers in "The Children's Hour"

4. To provide tutorial services for the children of the adult education students

5. To provide supervisory services for the children of the adult education students

6. To implement a survey form as part of the registration process which would identify the individuals that have had children at home in the past and were unable to attend because of the lack of these supervisory services.

CHAPTER V

IMPLEMENTATION OF THE PROGRAM

The author's program was implemented on May 15, 1979, at the Miami Southridge Adult Education Center. In order to succeed in meeting the program's objectives, the following staff members were included in the organization of the program:

1 Adult Education Principal
1 Adult Education Center Volunteer Coordinator (author)
1 Adult Education Center Guidance Counselor
1 Adult Education Center Teacher Assistant Specialist
78 Adult Education Center Faculty Members
22 Adult Education Volunteers

The first major consideration the author faced was to make the public aware that an adult education volunteer program was about to be started. The author secured the needed publicity through two sources, the curriculum bulletin published by the adult education center and the local newspaper.

The Adult Education Center published a curriculum bulletin each quarter which described the course offerings of the center. This was mailed throughout the community to

recruit new participants for the program. On the inside cover of the bulletin was an advertisement explaining that the adult education volunteers program was being started. The advertisement gave the community readers the reasons for the program, the program's objectives, and the phone number of the Adult Education Volunteer Coordinator.

The second source of advertising came from the local newspaper. Each month, the author developed two full-page columns describing new projects and programs of the Miami Southridge Senior High School. In one of the bi-monthly publications, he focused on the adult education center and the adult volunteer program. The author included the philosophy of the program, the objectives, and the phone number interested persons could call to receive information concerning the program.

In his administrative position, the author controlled the activities of the National Honor Society, English Honor Society, Foreign Language Honor Society, Math Honor Society, and the Science Honor Society of Miami Southridge Senior High School. Each member of the honor societies at Miami Southridge Senior High School must tutor throughout the school year to receive needed service points to remain an active member. Each honor society assigned members to work as tutors in either the day school or the adult education center as part of their membership requirements. In this way, the day school

and adult education center always had tutorial help, which added significantly to both institutions. Also, by coordinating the activities of these organizations, the author was able to recruit volunteers for the adult education volunteer program.

Publicity for the adult education volunteer program was a major consideration. The author worked closely with the Adult Education Center's Principal in designing publicity campaigns which would catch the eye of the citizens from the surrounding communities. Together, the Adult Education Center Volunteer Coordinator and the Adult Education Center's Principal worked to establish a good rapport with the local newspaper, in order to secure the newspaper staff's expertise for the development of future advertising. Members of the honor societies were called on to help with advertisements concerning the volunteer program. Campaigns were established specifically for the recruitment of honor society students at the high school.

A few days after the curriculum bulletins were mailed and the newspaper publicity article appeared, citizens started making contact with the author concerning the program. The names, phone numbers and addresses of these individuals were taken down and filed in an index file. The interested citizens were told that they would receive

notification concerning the training session so they could make plans to attend.

Within a week nine people had called to attend the in-service training session. Plans were made at that time to have the adult education faculty complete the interest questionnaire in order to see which teachers needed and wanted help from the volunteer program (Appendix III--Faculty Interest Survey).

Of the seventy-eight faculty members given questionnaires, the author received fifty-six completed forms. Twenty-two of the faculty members did not return their questionnaires.

Based on the data received from the Adult Education Center Faculty Questionnaire (Appendix I), the author knew that there was a substantial need for the program. The Faculty Interest Survey (Appendix III) would identify which faculty members were actually interested in participating in the program.

The author was pleased to know that thirty-seven faculty members wished to have community volunteers working in their classrooms. The teachers identified numerous functions the volunteers could be responsible for, including: grading papers, tutorial help, individual reading and writing aides, typing, library maintenance, inventory helpers, and other functions unique to the individual teacher's classes.

By evaluating the Faculty Interest Survey, the author was made aware that help was desired each night of the week. One of the questions on the sheet asked the teachers if they would be willing to spend one hour of their own time to come to an in-service training session to meet the volunteer being assigned to them, and to take part in the program. Of the thirty-seven responding that they would like to have a volunteer, thirty-one indicated that they would be willing to come to the training session. Much to the surprise of the author, nine faculty members indicated that they had experience with volunteers sometime in their teaching careers.

After collecting the data from the Faculty Interest Survey (Appendix III), the author identified those teachers who wanted and needed the volunteers to make their classrooms more conducive to learning. The author met with the Adult Education Principal and discussed the priorities to be considered when placing an interested volunteer. The Principal and the Adult Education Volunteer Coordinator developed a list of priorities which would be used to place volunteers as they became available. The priority list stated:

1. Volunteers were to be placed in the G.E.D. English and Spanish preparation classes

2. Volunteers were to be placed in tutorial positions in the following areas:

a. mathematics

b. language arts/reading

c. regular classroom aide

d. library as maintenance aide

3. Volunteers were to be placed in the "Children's Hour"

Although the priority list was developed to meet the pressing needs of the adult students, the list was modified when a specific desire was indicated by the volunteer. In this way, volunteers who specifically asked to be placed in the "Children's Hour" would be granted the assignment, rather than assigned to an opening in a tutorial math class, which was higher in priority.

After developing the list of priorities, the author called the nine volunteers and notified them that the program's in-service training session had been planned and that he would look forward to meeting them on the scheduled evening. The long-awaited evening came, and the volunteer program was officially initiated.

The in-service training session had three major objectives. The first was to acquaint the volunteers with their roles in the program. This was extremely important to the program's success because the roles were defined in front of volunteers and faculty members. In this way, the author

was able to avoid misunderstandings as to what the roles were to be.

The second objective of the in-service training was to allow the volunteers to meet their supervising teachers and the center's key administrative personnel. The volunteers were introduced and greeted by the Adult Education Center's Principal, Guidance Counselor, Instructional Aide for the Adult Basic Education, the Adult Education Center's Secretary and the Adult Education Center's Volunteer Coordinator.

The final objective was to give the volunteers ideas as to the possible experiences they might encounter while working with adults, to prepare them to cope with some of the problems they might face, and to instruct them on how adults learn. In this way, the volunteers would be effective in their roles because they knew of the different types of problems which might arise before they started their duties as adult school volunteers.

The format used during the in-service training sessions was followed each time a new group of volunteers was established. Each in-service session was attended by the new volunteers, their supervising teacher, and the administrative personnel of the center. (In-Service Training -- Appendix VIII)

The session started with introductions of the administrative personnel. They in turn, expressed thanks for the interest the volunteers were showing, and explained what their roles

in the program would be.

A sheet containing all the possible volunteer positions was distributed to the volunteers. A discussion followed in order to avoid misunderstandings among the volunteers and faculty members. (Volunteer Positions -- Appendix IV)

A discussion of the program's objectives and philosophy prompted many questions from the volunteers and teachers. Each was entertained individually in order to clarify where the administrative staff stood on each issue.

The most important aspect of the in-service training session was the discussion of the adult learner. The volunteers were made aware of possible situations that might arise while teaching adults. The volunteers were made aware of how adult students view instructional staff members. This was an important point, as many of the volunteers were not aware that adult learners, in many cases, view their instructors as merely facilitators.

The volunteers were shown sheets which would help them in their teaching and planning. The Teacher/Volunteer Planning Sheet (Appendix VI) and the Teacher/Volunteer Conference Checklist (Appendix VII) were explained as a means to aid them in carrying out the wishes of their supervising teacher. It should be noted that the volunteers were greatly relieved that these forms were available and were to be used as guides to help them in their assignments.

The volunteers were asked to select their choice of assignments near the end of the in-service training session. Of the nine volunteers going through the initial in-service training session, four volunteers decided on the mathematics tutoring position, two chose the language arts/reading tutoring position, two chose the "Children's Hour," and one chose the classroom volunteer position.

Before leaving the in-service session, the volunteers were asked to fill out the Pre-Program Survey (Appendix V). The volunteers were told that they would be contacted as to which room to report to on the next scheduled evening of their assigned class. The volunteers were thanked again for their enthusiasm and support for the program, and excused for the evening.

The in-service was conducted three times during the first two adult education terms. A total of twenty-two volunteers eventually completed the in-service training sessions and accepted positions in the program. The assignments given to the volunteers were as follows:

Mathematics Tutor (G.E.D.) -- 7 volunteers

Language Arts Tutor (G.E.D.) -- 6 volunteers

Children's Hour -- 3 volunteers

Classroom Assistant -- 5 volunteers

Library Aide -- 1 volunteer

Throughout the program, the author was interested in the ways the program was affecting people and their attitudes. In order to facilitate the study, the author developed a list of survey questions which he asked to the adult education students, adult volunteers, high school-age volunteers, and adult education teachers during the break between classes from 8:30 to 9:00 P.M. The survey was conducted during the last week of each term in order to have the most significant answers. The responses individual students, volunteers, and teachers gave were not statements of inexperienced individuals, but those of people who experienced the total scope of the program (Appendix IX-- Adult Education Center Oral Survey).

The final aspect of the volunteers' responsibilities was to complete the post-program survey (Appendix X-- Post-Program Survey). The survey was conducted at the end of each term. In this way, the author could analyze the survey answers of the volunteers that were leaving and staying, in order to modify the program to one that was more effective.

The program was implemented on May 15, 1979, and is still functioning.

CHAPTER VI

PROGRAM EVALUATION

The Adult Education Volunteer Program implemented at the Miami Southridge Adult Education center was established because of the need that existed. Therefore, in order to evaluate the program, the author had to re-examine how the need was originally manifested, and what effect the program had on alleviating the need.

The first need that plagued the adult education center was the need for a program providing remedial training in English and Spanish for those students who failed the General Education Development test on the first attempt, so that they would pass on their second attempt. The author developed the program with the objective that forty percent of the students who signed up for the class after failing their first attempt would pass the G.E.D. the second time the exam was given. The program did supply the needed volunteers to institute a remedial program in Spanish and English for those students who failed the G.E.D. on the first attempt, however, the author's program fell alittle short of meeting the forty percent figure. The author would like to emphasize that the forty percent level was an arbitrary goal, and that by attaining a thirty-eight percent success level, the program achieved an outstanding accomplishment.

In actuality, a total of sixty-nine individuals who previously failed the G.E.D. were remediated in the course. Of the sixty-nine students, only

twenty-six passed the G.E.D. on their second attempt, or about thirty-eight percent.

Although the primary objective of a forty percent success rate was not reached, many of the process objectives related to the primary objective were met. The author's first concern was to evaluate the question, Did the use of the volunteer program change how the teachers set up their classes? The volunteer program had an effect on the way the adult education instructors set up their classes, as witnessed by the statistical results in Appendix IX. Of the twenty-two faculty members polled, eight indicated that changes were made in their classroom management because of the implementation of the volunteer program. The second concern that needed to be evaluated was, Were ability groupings developed because of the volunteer(s) help in the classroom? Of the twenty-two faculty members, only one had previously indicated (Appendix I) that ability groups were used in the classroom. After the program was implemented, an additional seven faculty members instituted ability groupings in their classrooms (Appendix IX, number 8). The third process objective that related to the primary program objective was, Did the in-service training prove effective in helping prepare the volunteers for their service? Of the twenty-two volunteers, seventeen gave positive indications that the in-service training session was beneficial (Appendix X, number 12). Finally, the author was interested in evaluating how the volunteers felt about

their assignments. Were they pleased or unhappy with the assignments? Of the twenty-two volunteers questioned, all twenty-two gave positive indications that they were pleased with the assignment given. The author indicated to them that they had a voice in the decision-making process when they filled out the volunteer program description sheet. The volunteers mentioned that they felt satisfied with their assignments because they had a voice in selecting them (Appendix X, number 13).

The second primary need was that there needed to be a program designed to supervise and tutor the children of the adult students while they attended classes each evening. The author decided to implement, as a program objective, a program which would meet this need. The author was so confident about this phase of the program that he developed the objective that twenty-five percent of the newly enrolled adults would indicate that they would not have been able to attend the adult center if the "Children's Hour" program were not instituted. The second objective was met, as witnessed by twenty-eight percent of the newly enrolled students indicating that they would not have been able to attend if the children's supervision program were not in operation (Appendix II).

Each of the process objectives relating to the second primary objective were met. The first concern the author had to evaluate was, Was the number of responses indicating a need for the children's supervision program sufficient to

have the program implemented? Twenty-eight percent of the newly enrolled students indicated that this service was needed in order for them to attend (Appendix II). The second concern the author had to address was regarding the output of publicity and advertising. Did the people who previously could not enroll because of small children at home come to the adult center because they knew this service would be available? Of the twenty-eight percent of the newly enrolled students that needed the supervisory service in order to attend the adult center, eighty-two percent indicated they knew of the service being offered. The other twelve percent came to the adult center hoping that this service would be available, but they were not sure that the service was in operation.

The third concern the author had to evaluate was, Were there tutorial and supervisory services established in the library? The "Children's Hour" program was implemented at the same time the other volunteer programs were; therefore, this process objective was met. Finally the author had to evaluate whether or not adult and student volunteers were used in the "Children's Hour" program. The process objective was met, as two adult volunteers and one high school-age volunteer were assigned to the library for the "Children's Hour" program.

Evaluation of the Cost-Effectiveness

One of the major considerations any administrator must examine before implementing a program, or when deciding to continue a program, is the program's cost-effectiveness. In the adult education volunteer program instituted at Miami Southridge Adult Education Center, the cost-effectiveness of the program was one of its major benefits. The program's costs included:

Paper (2 cases @ $12.44)	$24.88
Notecards (300 @ $1.04 per 100)	3.12
Notebook Binder (1)	2.19
File Card Index (1)	3.49
Pens (1 box of 12)	2.49
Ditto Fluid (1 gallon)	4.98
Xerox Machine	free access
Ditto Machine	free access
Total Costs	$41.15

The author functioned on a budget of $41.15 throughout the initial implementation period of nine months. The amount of success gained by the program far outweighed the small expenditures needed to implement and maintain the program.

Evaluation of Side Effects

Although the adult education program was successful in many aspects, the program failed to meet all the needs of the adult school faculty. Of the thirty-two faculty

members who wanted a volunteer assigned to their class, only twenty-two actually received volunteers. This left a need unserved. It was the plan of the author to have every possible assignment filled, but, because of the number of volunteers, every need could not be addressed. As the program continued to grow, new volunteers were placed in the remaining available positions. It was hoped that all positions would eventually be filled.

The second side-effect was caused by the first. There was a great deal of hostility which developed over the initial two terms between those teachers who received volunteers and those who did not. Although a priority list was carefully developed by the Adult Education Principal and the Adult Education Volunteer Coordinator, jealousies developed. Many of the staff members thought that the Principal was playing favorites, or that she did not respect their programs. The author and the Adult Education Principal analyzed this side-effect and tried to deal with it openly in faculty meetings and individual conferences. The reason many of the teachers did not receive volunteers was because there were not enough to fill every position.

CHAPTER VII

INSTITUTIONALIZATION OF THE PROGRAM

The adult education volunteer program developed by the author was an on-going one. Looking back at the program, the reasons behind the successful institutionalization of the program were:

1. The publicity of the program coming from the community newspaper and adult education curriculum bulletin
2. The responsibility of the honor society students from Miami Southridge Senior High School to make service points by tutoring others
3. The adult education students themselves

The author advertised the activities and programs of Miami Southridge Senior High School and the Miami Southridge Adult Education Center in a bi-monthly column in the community newspaper. A continuous flow of new volunteers was coming to the adult center because they were aware of the program being conducted.

The honor societies of the school were of great value to the author because they had a built-in factor for the recruitment of new volunteers. Honor society members had to tutor others throughout the school to earn service points. The author advertised the program to the members of the

honor societies and received a great response.

Lastly, the adult center itself contributed to the institutionalization of the program. As individuals finished the G.E.D. classes and passed the examination, graduates were encouraged to come back to the center and help as school volunteers. In this way, a cyclic effect was achieved. Other individuals and groups were recruited to the volunteer program such as Parent-Teacher-Student Association, the Principal's Advisory Council, and other citizen groups.

Throughout the year, the author went to the community to speak to area civic clubs and church organizations concerning the program. In this way, the author continued to recruit volunteers for the program.

The author had hoped to see the program start in other area adult education centers. Because of this, the author developed an Adult Education Volunteer Program Handbook which was distributed throughout the district (Appendix XI--Adult Education Volunteer Handbook).

The program had many applications which could be used by different agencies. The program could be used by retirement centers, children's homes, and youth centers. In this way, the program would benefit significantly the entire community.

CHAPTER VIII

CONCLUSIONS AND RECOMMENDATIONS

Reflecting on some of the program's highlights, the author noted that, if implemented properly, a similar program could serve any adult program with success. The situation that occurred at Miami Southridge Adult Education Center was one of immediate concern. The number of students failing the General Education Development examination on the first or second attempt warrented the addition of a tutorial program. Likewise, the number of adults that previously could not attend the adult education center because of their responsibilities for their children at home also warrented the services the program rendered.

In order to address successfully the needs that existed, a group of dedicated individuals had to be assembled. The key considerations addressed by the faculty and volunteers were twofold: (1) to institute a remedial program within the established classrooms of the adult education center which would focus on those students who previously had failed the General Education Development exam and who were preparing to take the General Education Development exam for the second time, and (2) to provide tutorial and supervisory

services for the children of adult education students, which would allow more adults to enroll in the adult education program. Those primary concerns were addressed, along with other secondary objectives.

Some of the program highlights included:

1. The institutionalization of a volunteer program for the Miami Southridge Adult Education Center

2. A thirty-eight percent success rate of those students taking the General Education Development examination for the second time

3. An increase in the adult education center's enrollment

4. The institutionalization of supervisory and tutorial services for the adult education students' children, while the students attend classes

5. The satisfactory placement of twenty-two community volunteers which included community members and high school honor students

6. A successful in-service training program

In making recommendations for the implementation of the program in an institution for future use, the author recommends that the program: (1) be implemented in other adult education centers throughout the country because of the program's built-in flexibility in meeting needs which are unique to the individual adult education center; and

(2) be implemented in other institutions, such as vocational training centers and retirement homes, where adults are being educated and where extra help in the educational process can be effective.

Throughout the country, greater demands are being placed on the educational institutions. The schools can not possibly serve all the interests and meet all the needs of our society. In communities where there are many different languages spoken and where the communities are multi-cultural in makeup, expanded programs are needed to meet the varying needs of the population. The program that was implemented at Miami Southridge Adult Education Center could be expanded to meet the needs of many institutions. Some of the ways administrators could implement the program include:

1. Developing a volunteer program within a vocational training center, where more experienced individuals can add to the instructional program by supplementing the teaching of the full-time instructor

2. Developing a volunteer program in a retirement center, where volunteers help in the classroom instruction, or actually teach their own classes in academic subject matter or activity related subjects, such as arts and crafts

3. Developing a volunteer program in community citizen centers, especially in the multi-lingual communities where translators are constantly needed

The author established the volunteer program at Miami Southridge Adult Education Center because of its unique needs. Likewise, educational administrators should examine their system's needs, and then implement a volunteer program which will address their system's specific needs. The author hopes educational administrators will implement his program and have success with it.

APPENDIX I

ADULT EDUCATION CENTER FACULTY QUESTIONNAIRE

Please fill out the questionnaire and return it to the Adult Education Center Volunteer Coordinator's mailbox.

1. In your teaching assignment, how many different ability groupings exist within your class?

   Answer: The number averaged five ability groups per class

2. Are you separating your students into ability groupings in order to address specific needs of the students, or are you teaching the entire class as though they are all one level?

   Answer: Separate Ability Groups 1
   All One Level 37

3. Are there students in your classroom that speak, as their major language, a language which is different than the one you use in your teaching?

   Answer: Thirty-five percent spoke a different language

4. How many students do not understand you, or have difficulty understanding you, because of the language barrier that currently exists?

   Answer: The number averaged nine per class of thirty-two

5. How many students are enrolled in your class?

   Answer: The number averaged thirty-two

Teacher's Name _____

Class Assignment _____

Day(s)/Time(s) of Class _____

Note: Please fill out one questionnaire for each class assignment.

Thank you for your cooperation.

APPENDIX II

REGISTRATION SURVEY

Why have you decided to enroll in the Adult Education Program?

65[a] By taking Adult Education courses, I can make more money in my present employment.

9 I want to receive my high school diploma.

14 I want to take courses I have interest in, that I have never had the chance to take before.

10 I want to take Adult courses in order to meet new people and develop new friendships with others my age.

Why have you not registered for Adult Education classes in the past?

33 I never registered for classes before because I was never given the opportunity to increase my salary by taking classes.

27 I never registered for classes before because I thought classes were not offered in my major language.

9 I never registered for classes before because I thought the center only offered courses that are strictly academic.

28 I never registered for classes before because I have small children at home and I could not find adequate supervision for my children while I attend class.

82 Before coming to the adult center to enroll, I was aware of the supervisory service offered to adult education students' children while they attend classes.

Note: Please turn in this form with your registration materials to the Registrar's Office.

Thank you for your cooperation.

---

[a]Author's note: Numbers represent percent of total responses to the survey.

APPENDIX III

FACULTY INTEREST SURVEY

Dear Adult Center Faculty,

Miami Southridge Adult Education Center is in the process of implementing a volunteer program. Please fill out the questionnaire below and return it to the Adult Education Volunteer Coordinator's mailbox.

Thank you for your cooperation.

1. Would you be interested in having a school volunteer working with you in your classroom?

   Answer: Yes 37 No 19 (22 did not reply)

2. In what capacity would you have the volunteer function?

   Answer: A variety of functions were listed

3. Please indicate which night(s) of the week you would prefer to have volunteer help.

   Answer: Every night of the week was indicated

4. Would you be willing to spend one hour of your time to attend one teacher-volunteer training session?

   Answer: Yes 31 No 25

5. Have you ever worked in the classroom with a school volunteer?

   Answer: Yes 9 No 47

6. Please list the names, addresses and phone numbers of friends that might be interested in becoming school volunteers for one evening per week between 7:00 and 10:00 P.M.

   _____

   _____

7. Is there any special consideration the community volunteer coordinator should know about before assigning a volunteer to your classroom?

Instructor's Name _____

Class Assignment _____ Day(s)/Time(s) _____

APPENDIX IV

THE COMMUNITY VOLUNTEER PROGRAM

Congratulations on your decision to become a school volunteer at the Miami Southridge Adult Education Center. Your services will help the total program. You will be expected to volunteer your services at least once a week, from 7:00-10:00 P.M. Please encourage your friends to join this exciting and beneficial program.

The following assignment descriptions have been developed to help you make a decision as to what area of the program you would like to participate in. Please check the space next to your first choice. Please write in the word "alternate" next to your second choice of assignment.

CLASSROOM ASSISTANT _____

Classroom Assistants work under the direction and in cooperation with the classroom teacher to perform non-professional, but necessary, tasks such as grading papers, filing, typing and duplicating, so the teacher may devote full attention to the accomplishment of the objectives of motivating and guiding students to develop to their fullest potential.

"CHILDREN'S HOUR" VOLUNTEER _____

The "Children's Hour" is a story-telling/tutorial session provided for children of adults who are enrolled in adult education classes. The children of this program will range in age from six to twelve years. The volunteer works under the direction and in cooperation with the media specialist by reading, providing tutorial services, and helping supervise other activities.

LANGUAGE ARTS/READING TUTOR _____

Language Arts/Reading Tutors work under the direction and in cooperation with the English faculty as a second Language Arts teacher or Reading teacher to extend the language skills of listening, reading, writing and speaking of the adult education students. The volunteer can assist the teacher by reading materials to students in small groups or to individual students. The volunteer will help the adult students develop their reading skills through

APPENDIX IV (continued)

independent reading sessions, or by giving group help to students through conversational practice.

MATHEMATICS TUTOR _____

Mathematics Tutors work under the direction and in cooperation with the adult school mathematics faculty. The tutor will help provide individual and small group remedial training.

LIBRARY OR MEDIA CENTER VOLUNTEER _____

Library or Media Center Volunteers cooperate with and support the school's media center specialist. This job includes many maintenance tasks that speed the availability of books and materials to the students.

Please complete the form below and return it to the Adult Education Center Volunteer Coordinator or the Adult Education Principal.

Note: An in-service training session is mandatory for all volunteers before they are assigned a classroom. Please be sure to check the proper spaces below for your preference in the in-service training workshop.

Name_____

Address_____

Home Phone_____Office Phone_____

Check which night you would prefer to work as a volunteer between 7:00 and 10:00 P.M.

Monday_____ Wednesday____
Tuesday____ Thursday_____

Check which evening you would prefer to have your in-service training session.

Monday_____ Wednesday____
Tuesday____ Thursday_____

ALTERNATE CHOICE

Each volunteer is asked to indicate an alternate choice of position in case there is a scheduling conflict which will not allow the administration to grant the primary request. Please indicate your alternate choice in the space below.

_____

APPENDIX V

PRE-PROGRAM SURVEY

Welcome to the Miami Southridge Adult Education Center Volunteer Program. We hope your experience will be gratifying and worthwhile, both to yourself and to our students. Please fill out this questionnaire and return it to the Adult Education Center Volunteer Coordinator before leaving the in-service training session. If there is anything we can do to make your experience as a volunteer more meaningful, please let us know.

1. Have you ever worked as a school volunteer before? If yes, please explain below. Yes No

   Answer: Yes 4 No 18

2. Is there one particular area where you have a great deal of expertise? If so, please explain. Yes No

   Answer: Variety of experiences

3. Are you considering a teaching career, and enrolling in our program to "get your feet wet?" If yes, please indicate your career plans below. Yes No

   Answer: Yes 3 No 19 (Yes responses were high school students wanting to pursue a teaching career.)

4. Are you volunteering because you have some extra free time and wish to put your talents and energies to good use? Please explain below. Yes No

   Answer: Yes 10 No 12

5. Was the possibility of meeting new friends a consideration in your enrolling in the school volunteer program? If so, please explain below. Yes No

   Answer: Yes 14 No 8

APPENDIX V (continued)

6. Briefly, explain what you would like to accomplish in your work as a school volunteer.

Answer:
1. Work for honor society points
2. Help people needing my talents and skills
3. Work with "Children's Hour"

APPENDIX VI

TEACHER/VOLUNTEER PLANNING SHEET

Name of Volunteer_____ Date_____

Name of Teacher_____

Name(s) of Student(s)_____

_____

_____

_____

Course_____

Skills to be practiced_____

_____

_____

Materials to be used_____

_____

Procedures to be followed_____

_____

_____

Comments by the volunteer_____

_____

_____

Teacher's Review_____

_____

Teacher's Signature_____

APPENDIX VII

TEACHER/VOLUNTEER CONFERENCE CHECKSHEET

Checklist

_____ 1. Names of student to be tutored and pertinent background information

_____ 2. Special strengths of the student and progress already made

_____ 3. Special needs of the student and skills to be developed

_____ 4. Tutoring tips which might be helpful

_____ 5. Materials needed for tutoring session

_____ 6. Strategies which should be employed

_____ 7. Length of session

_____ 8. Designated area for tutoring to take place

_____ 9. Procedures for follow-up conversation with teacher

_____
Signature of School Volunteer

_____
Date of Conference

_____
Signature of Supervising Teacher

APPENDIX VIII

IN-SERVICE TRAINING SESSION

I. Welcome and Introduction of Program Administrators

II. Volunteer's Role in the Program
   - A. Discussion of Positions

III. Objectives of the Program

IV. Responsibilities to the Program

V. The Adult Learner
   - A. Definitions of Learning
   - B. Theories of Learning
   - C. Adult Education...What is it?
   - D. Adult Learners and Adult Teachers
   - E. Learning Performance
   - F. Life Stages

VI. Limits of the Volunteer
   - A. Teacher/Volunteer Planning Sheet
   - B. Teacher/Volunteer Conference Checksheet
   - C. How to Get Along and Work with Others
     1. Respect for others' work
     2. Trust
     3. Adult psychology
     4. Care and concern
     5. Listening
     6. Observation
     7. Sharing
     8. Confidentiality
     9. Encouragement
     10. Patience
     11. Humor
     12. Criticism
     13. Dependability
     14. Emotional status of people
     15. Ability to offer alternatives
   - D. Question and Answer Session

APPENDIX VIII (continued)

VII. Choosing Volunteer Assignments

VIII. Pre-Program Survey

IX. Adjourn

APPENDIX IX

ADULT EDUCATION CENTER ORAL SURVEY

Adult Education Students Questions (68 surveyed)

1. Was your first impression of having a high school-age student help tutor you favorable, unfavorable, or did it matter to you at all?

   12 Favorable 41 Unfavorable 15 Did not matter

2. Did you feel uneasy with the high school-age student?

   21 I felt good 47 I felt uneasy

3. Did you feel that the age of the individual caused you to listen more or less to what the volunteer said?

   24 More 44 Less

4. Would you say that your overall progress with the high school-age student was very successful, successful, average or poor?

   14 Very successful 20 Successful 31 Average 3 Poor

5. Do you feel differently about high school-age students now that you have worked with your volunteer?

   51 Yes 17 No

6. Do you feel that this experience has helped you bridge the generation gap a little bit?

   54 Yes 14 No

Adult Volunteer Questions (14 surveyed)

1. Was your first impression of sharing the volunteer duties in the adult education program with high school-age students favorable, unfavorable, or did it matter to you at all?

   11 Favorable 1 Unfavorable 2 Did not matter

APPENDIX IX (continued)

2. Did your attitude toward high school-age students change because of this experience?

   3 Yes 0 No 11 Felt positive before experience

3. Did you ever feel uncomfortable sharing the responsibilities of the adult education volunteer with the high school students?

   0 Always 3 Seldom 11 Never

4. Do you feel that adult education students sought your help more in classroom situations, or did the students seek the help of the high school students more frequently?

   10 Adult volunteer 4 High school-age volunteer

5. Did you feel effective in your classroom assignment?

   13 Yes 1 No

6. Did you ever want to resign your assignment? If yes, please give a reason.

   0 Yes 14 No

Student Volunteer Questions (8 surveyed)

1. Did you feel uncomfortable working closely with adult education volunteers?

   0 Yes 8 No

2. Do you feel that the adult students would come to you with problems before approaching the teacher?

   6 Yes 2 No

3. Do you feel that you were effective in your role as a volunteer?

   8 Yes 0 No

4. Did you ever want to be reassigned?

   0 Yes 8 No

5. Do you feel differently about adults now that you have had this experience?

   7 Yes 1 No

APPENDIX IX (continued)

6. Do you feel that your work has helped you to bridge the generation gap?

   8 Yes 0 No

7. Do you feel that high school-age students and adults can be students together, in the same class, or should they remain separated as they are now?

   5 Combine all students together 3 Separate

Teacher Questions (22 surveyed)

1. Were you uncomfortable with either the adult or high school-age volunteer?

   0 Yes 22 No

2. Did the ages of the volunteers cause you to change your plans for instruction?

   3 Yes 19 No

3. Did you feel that the students came to you with problems more readily than the volunteer, or vice versa?

   7 Came to the teacher 15 Came to the volunteer

4. Did the volunteers do an excellent, good, fair, or poor job in the classroom?

   4 Excellent 16 Good 2 Fair 0 Poor

5. Do you feel that high school-age students and adult students can be placed in a classroom situation and still learn at the same rate of effectiveness?

   9 Yes 13 No

6. Did you feel that the experiences that occurred in your classroom setting between the adult education students and the high school-age volunteers bridged the generation gap?

   21 Yes 1 No

7. Did the volunteer(s) make a difference in the way you set up your classrooms?

   8 Yes 14 No

APPENDIX IX (continued)

8. Did the volunteer(s) cause you to develop ability-grouped class assignments?

7 Yes 15 No

APPENDIX X

POST-PROGRAM SURVEY

Upon completion of your work as a school volunteer for the Miami Southridge Adult Education Center, you are to complete the questions below and return it to the Adult Education Center Volunteer Coordinator.

1. If you enrolled in the Miami Southridge Adult Education Center's volunteer program in hopes to experience teaching others as a possible future career, would you please indicate how this experience has affected your career plans.

   Answer: 3 still plan to go on into teaching careers

2. If you enrolled in the volunteer program with the hopes of meeting new friends while at the same time taking part in a worthwhile activity, explain how this experience has benefited you.

   Answer: 22 stated they met new friends

3. If you volunteered for the program because of the amount of free time you had, explain how the program benefited you, or fulfilled a need in your life.

   Answer: 22 considered the program well worthwhile

4. Identify the personal accomplishment that you are most proud of.

5. Identify your greatest failure in your assignment.

6. Identify your happiest moment in your assignment.

7. Identify your saddest moment in your assignment.

8. Identify your angriest moment in your assignment.

9. Identify three things that your assignment offered you that you feel were important.

10. Identify three ways your assignment was important to others.

APPENDIX X (continued)

11. If you could have changed your assignment to make it more valuable to you and others, what would the change be?

    Answer: None

12. How effective was the in-service training session? Explain the positive and negative points.

    Answer: 17--very good experience
    5--not worthwhile

13. Were you happy with the assignment given to you?

    Answer: 22 yes

APPENDIX XI

AN ADMINISTRATOR'S GUIDE FOR THE IMPLEMENTATION OF AN ADULT EDUCATION VOLUNTEER PROGRAM

by

Larry James Kellogg
Nova University 1980

ADULT EDUCATION VOLUNTEER PROGRAM HANDBOOK

Purpose: The purpose of this publication is to acquaint educational administrators assigned to adult education centers with the advantages of implementing community volunteer programs throughout the nation's adult education centers.

General Concerns Inherent to Adult Education Centers

Adult education administrators throughout the nation face problems of overcrowded classrooms, insufficient staffing, and inadequate allocations of funds. Because of these problems, adult education centers are forced to implement programs which are less effective than programs which are funded properly, with desirable pupil:teacher ratios.

In the past ten years enrollment in adult education classes has increased. Adult students are finding more reasons to attend adult education classes than ever before. Some of the reasons adults are enrolling in today's centers include:

1. To increase earning potential
2. To increase promotion possibilities
3. To receive high school diplomas
4. To take courses of interest
5. To meet new friends
6. To share in the social aspects the adult center offers

What effect does increasing enrollment have on each adult education center? The most obvious answer is that class sizes will quickly climb to unmanageable limits. Some centers have reported the teacher:pupil ratio has climbed as high as forty-to-one. With class sizes reaching the forty pupil mark, how can teachers effectively teach? Studies in the past have shown that adults learn at a much more diverse rate than do high school-age students. How can teachers function effectively in classes having wide ranges of ability levels? How can teachers give individual attention to students needing help? The truth of the matter is that teachers can not be expected to be as effective in an overcrowded, multi-ability grouped class, as in a class where an appropriate number of students have been assigned and where ability groups can be addressed by the teacher.

Even though adult education centers are experiencing enrollment increases throughout the country, administrators continue to recruit adults for the center's program. As stated previously, there are many reasons why adults are enrolling in adult education classes today. Many administrators want to know why some adults do not enroll. These reasons include:

1. Adults are unaware of what the adult education center has to offer
2. Adults think only academic courses, such as English, social studies and science, are offered
3. Some adults never have had the opportunity of promotion through advanced coursework
4. Adults never needed a diploma before
5. Some adults think that adult education centers offer classes only in English
6. Many adults have small children at home and can not leave them alone while they attend classes

Educational administrators have the responsibility of trying to meet the existing needs of the educational system to which they have been assigned. In order to substantiate that existing needs are being addressed, implement the following needs assessment throughout the community and adult center.

Assessment Concerns--Adult Education Center

1. Review the enrollment figures for the past three years to varify an increase or decrease in the total enrollment of the adult education center. (Fill in the appropriate response.)

   __Enrollment has increased over the past three years by _____%

   __Enrollment has decreased over the past three years by _____%

   __Enrollment has stayed relatively the same

2. Survey the adult education faculty to discover how many ability groups exist within each class.

   The average number of ability groups within each class is _____

3. Tally the class counts of the center to discover the average classroom membership.

   The average classroom membership is _____ students

   The adult education center's pupil:teacher ratio is _____ to 1

4. Are courses offered in English and in other languages inherent to the community?

___Yes ____No

5. Are supervisory services available for the children of adult education students?

____Yes ____No

Assessment Concerns--Community

1. Survey the community to discover whether the community adults are aware of the programs offered at the adult education center.

2. Survey the community to discover whether there are adults in the community needing child care while they attend classes.

3. Survey the community to discover how many adults would like to take academic or enrichment classes in a language other than English.

4. Survey the community to discover how many adults would like to help in the adult education center as a volunteer.

As stated previously, this handbook was developed to acquaint education administrators assigned to adult education centers with the advantages of implementing a volunteer program throughout the nation's adult education centers. The second objective was to encourage administrators to immediately implement a volunteer program. Volunteers can be used as supplemental staff members, working with the professional staff to improve the educational system. In short, volunteers can provide extra staffing to address needs which are not being addressed, without costing the center any of its allocated funds.

For example, depending on the responses received from the staff and community assessment surveys noted above, volunteers might:

1. Allow adult education teachers to divide their classes by ability groups, thereby allowing for individualized supplemental work by the volunteer
2. Allow teachers to be free to help individuals having problems while the volunteer works with the teacher's planned lesson
3. Act as a tutor, giving one-to-one or small group remedial training under the direction of the teacher
4. Act as a facilitator in a class where students do not speak the language of the teacher (especially true in areas where the community is bi-lingual)

5. Organize a child care center which would provide supervisory and tutorial services for the children of adult education students while they attend class

6. Act as a source of publicity by developing a community newsletter explaining the new programs and offerings of the center

The uses of volunteers within adult education centers are endless. Each administrator must assess his center and prioritize the center's needs. In order to address the needs of the center, extra staffing must be added. This handbook will give administrators ideas which are proven effective and cost efficient. START A VOLUNTEER PROGRAM TODAY.

Pre-Program Planning

During the pre-program planning phase, administrators must take great care in addressing the following items:

1. Implementation of a needs assessment of the adult education faculty (Handbook Supplement I)
2. Selection of a Volunteer Coordinator
3. Organization of all publicity and advertising for the program
4. Development of a meaningful in-service training program for potential volunteers (Handbook Supplement II)
5. Development of volunteer job descriptions which will be congruent to the philosophy and organization of the adult education center (Handbook Supplement III)

The first consideration an educational administrator must make regarding the implementation of a volunteer program is to gather statistical data which will support a need for the proposed program. Handbook Supplement I will give the administrator an example of questions that should be asked in order to substantiate a need from the faculty viewpoint.

The second consideration that must be dealt with is the selection of a Volunteer Coordinator. The administrator should try to select a coordinator from within the staff, having the philosophy of the building administrator. The new coordinator should have a working knowledge of the building, its programs and needs. The coordinator must have some flexibility in his assigned responsibilities, which will free him to organize and coordinate all phases of the program.

The third item that must be addressed during the pre-program planning phase is the organization and structure of advertising and publicity for the new program. Advertising can be accomplished in many ways, for example, in the adult education curriculum bulletin which is sent out to the

community, or the local newspaper and radio stations might offer a possible source of publicity.

The fourth item that must be addressed during the pre-program phase is the organization of in-service training sessions for the volunteers. Obviously, volunteers should not be expected to merely enter a class and start to work, but should be given some form of in-service training to familiarize them with the adult school administration, faculty, general program, and items unique to the individual center. Handbook Supplement II will give the administrator ideas for possible in-service topics. The format suggested in Supplement II has been tested and has proved to be successful.

The last pre-program consideration that must be addressed is the actual development of volunteer task descriptions. Depending on the need, as shown by the faculty needs assessment, the administrator should develop priorities which will meet the needs of the center in the most satisfactory way. Administrators will find examples of possible volunteer assignments in Handbook Supplement III. The assignments listed have been implemented in centers with success.

Program Implementation

After completing the five pre-program items, the program should be ready to be implemented. Advertising has brought the new program to community members' attention and the community has responded with interest. The first step in the implementation phase is to bring the interested volunteers together for an in-service training session. At the session, job descriptions, volunteer's roles, assignment placement, philosophy of the center, and information on the adult learner will be discussed.

Information concerning the individual volunteers should be obtained during the in-service training session. This can be accomplished using Handbook Supplement IV. The pre-program survey will allow the administrator to know what the volunteer hopes to accomplish during the volunteer experience, and the reason why the volunteer is interested in the program. The information recorded on this sheet may be beneficial when attempting to place the volunteer.

During the in-service training session, special emphasis must be placed on the volunteer's role. The volunteer must be able to work under the direction of and in cooperation with the classroom teacher. Volunteers are to implement the plans of the teachers and not to work independently on their own lessons. To alleviate this problem, administrators should use the Teacher/Volunteer Planning Sheet found on Handbook Supplement V. Using the sheet, the

teacher and volunteer can discuss what is to be taught, the materials to be used, procedures to follow and possible follow-up plans for future conferences. In this way, there should not be any misunderstanding as to what has been assigned.

Handbook Supplement VI is entitled the Teacher/Volunteer Conference Checklist. The checklist sheet can be used to avoid any misunderstandings between the volunteer and the teacher. After the teacher and volunteer fill out the planning sheet (Supplement V), the volunteer should use Supplement VI to recheck the directions given by the teacher. If any of the items can not be answered by the volunteer, then the volunteer should bring these to the attention of the teacher for further clarification.

Scheduling volunteers to work on different evenings, in permanent or rotating assignments, or with one or more teachers, is up to the individual choice of the building administrator. Volunteers feel comfortable in assignments where proper planning has taken place. Placing a volunteer in a classroom where the teacher is disorganized is certain to cause even more problems. Volunteers should be placed in classrooms where teachers have complete command of the classroom, and where organization and classroom management are of high priority.

Program Evaluation

The volunteer program must be continually evaluated to discover its strengths and weaknesses. Administrators may want to implement, as a component of the total program evaluation, a post-program survey (Handbook Supplement VII). Responses indicated on this sheet will be helpful in evaluating the program from the standpoint of the volunteer. One important item which must be addressed in the program is the satisfactory placement of the volunteers. If the volunteers are not happy in their assignments, they either will quit or will complete a less efficient job than what was hoped for. Administrators must be mindful of the volunteer's feelings regarding the program. This instrument will help the administrator make improvements in the program.

Resource Materials

Broschart, James R. Lifelong Learning in the Nation's Third Century, U. S. Department of Health, Education and Welfare, Publication Number (OE) 76-09102, U. S. Government Printing Office, Washington D.C., 1977.

Kellogg, Larry James. Development and Implementation of a Multi-purpose School Volunteer Program in an Adult Education Center, Ed. D. Practicum, Nova University, 1980.

HANDBOOK SUPPLEMENT I

ADULT EDUCATION CENTER FACULTY QUESTIONNAIRE

Please fill out the questionnaire and return it to the Adult Education Center Volunteer Coordinator's mailbox.

1. In your teaching assignment, how many different ability groupings exist within your class?

2. Are you separating your students into ability groupings in order to address specific needs of the students, or are you teaching the entire class as though they are all one level?

3. Are there students in your classroom that speak, as their major language, a language which is different than the one you use in your teaching?

4. How many students do not understand you, or have difficulty understanding you, because of the language barrier that currently exists?

5. How many students are enrolled in your class?

Teacher's Name_____

Class Assignment_____

Day(s)/Time(s) of Class_____

Note: Please fill out one questionnaire for each class assignment.

Thank you for your cooperation.

HANDBOOK SUPPLEMENT II

IN-SERVICE TRAINING SESSION

I. Welcome and Introduction of Program Administrators

II. Volunteer's Role in the Program

- A. Disucssion of Positions

III. Objectives of the Program

IV. Responsibilities to the Program

V. The Adult Learner

- A. Definitions of Learning
- B. Theories of Learning
- C. Adult Education...What is it?
- D. Adult Learners and Adult Teachers
- E. Learning Performance
- F. Life Stages

VI. Limits of the Volunteer

- A. Teacher/Volunteer Planning Sheet
- B. Teacher/Volunteer Conference Checksheet
- C. How to Get Along and Work with Others
  1. Respect for others' work
  2. Trust
  3. Adult psychology
  4. Care and concern
  5. Listening
  6. Observation
  7. Sharing
  8. Confidentiality
  9. Encouragement
  10. Patience
  11. Humor
  12. Criticism
  13. Dependability
  14. Emotional status of people
  15. Ability to offer alternatives
- D. Question and Answer Session

VII. Choosing Volunteer Assignments

VIII. Pre-Program Survey

IX. Adjourn

HANDBOOK SUPPLEMENT III

ADULT EDUCATION VOLUNTEER PROGRAM

Volunteer Assignment Descriptions

Classroom Assistant

Classroom Assistants work under the direction and in cooperation with the classroom teacher to perform non-professional tasks such as grading papers, filing, typing and duplicating materials so the teacher can devote full attention to the class.

Language Arts/Reading Tutor

Language Arts/Reading Tutors work under the direction and in cooperation with language arts, reading, or English for the Foreign Born faculty, to develop skills of listening, writing, reading and speaking. The volunteer can assist the teacher in areas by reading material to students in small groups or to individuals, guiding students to expand their reading skills through independent reading or by giving individual help to students through conversational practice.

Mathematics Tutor

Mathematics Tutors work under the direction and in cooperation with the classroom mathematics teachers, to provide the opportunity for some students to work individually with a tutor. A volunteer math tutor will provide students individual tutorial services, focusing on the basic skills and General Education Development examination preparation.

Library or Media Center Volunteer

Library or media center Volunteers cooperate with and support the school's media center specialist. The job includes many maintenance tasks that speed the availability of books and materials to students.

Child Supervisory Care Center Volunteer

The child supervisory care center volunteer reads stories and tutors the children of adult education students while they attend classes. The children will be from ages six to twelve. The volunteers work under the direction of the media specialist by reading to the children, tutoring them on their homework assignments, and supervising children's games and activities.

HANDBOOK SUPPLEMENT IV

ADULT EDUCATION VOLUNTEER PROGRAM

Pre-Program Survey

Welcome to the _____ Adult Education Center volunteer program. We hope that your experience will be worthwhile to you as volunteers, and to our adult education students. Please fill out this questionnaire and return it to the Adult Education Volunteer Coordinator before leaving the in-service training session. We are pleased to have you with us, and if there is anything we can do to make your experience as a school volunteer more meaningful, please let us know.

Adult Education Center's Principal

1. Have you ever worked as a school volunteer? If so, please explain. Yes No

2. Is there one particular area where you have a great deal of expertise? If so, please explain. Yes No

3. Are you considering a teaching career and view this experience as a means to "get a taste of the action?" If so, please explain. Yes No

4. Are you volunteering because you have some free time and wish to put your talents to good use? Yes No

5. Was the possibility of meeting new friends a consideration for your enrolling in the program? Yes No

6. Briefly explain what you wish to accomplish in your work as a school volunteer.

_____
Volunteer's Signature

HANDBOOK SUPPLEMENT V

ADULT EDUCATION VOLUNTEER PROGRAM

Teacher/Volunteer Planning Sheet

Volunteer's Name_____

Teacher's Name_____

Name of Student(s)_____

_____

_____

Course Title_____

Skills to be Practiced

_____

_____

_____

Materials to be Used

_____

_____

_____

Procedures to be Followed

_____

_____

_____

Comments by Volunteer

_____

_____

_____

Teacher's Signature after Review_____

HANDBOOK SUPPLEMENT VI

ADULT EDUCATION VOLUNTEER PROGRAM

Teacher/Volunteer Conference Checklist

1. Names of students to be tutored:
2. Pertinent background information on students:
3. Special strengths of the students:
4. Progress which has already been made:
5. Skills to be developed:
6. Tutoring tips which might prove useful:
7. Materials needed:
8. Strategies which should be employed:
9. Length of session (minutes):
10. Designated tutoring area:
11. Procedures for follow-up conversation with teacher:

Signature of School Volunteer

Date of Conference

HANDBOOK SUPPLEMENT VII

ADULT EDUCATION VOLUNTEER PROGRAM

Post-Program Survey

Upon completion of your work as a school volunteer, would you please fill out this survey and return it to the Adult Education Volunteer Coordinator? Thank you again for your effort and dedication.

1. If you had planned to use your experience as a volunteer as a means to decide on teaching as a future career, please indicate how the experience has affected your plans.

2. If you enrolled in the program with the hopes of meeting new friends, while at the same time serve the adult education center in a worthwhile cause, please indicate your success in attaining these objectives.

3. If you enrolled in the program because of the availability of free time, please explain whether or not the program has satisfactorily met your personal need.

4. Identify the personal accomplishment you are most proud of as a school volunteer.

5. Identify your greatest failure in your assignment.

6. Identify your happiest moment in your assignment.

7. Identify your saddest moment in your assignment.

8. Identify your angriest moment in your assignment.

9. Identify three things that your assignment offered you that you feel are important.

10. Identify three ways your assignment was important to others.

11. If you could change your assignment to make it more valuable to you and to others, how would it be changed?

12. Briefly, discuss the positives and negatives concerning the in-service training session and how it helped or hindered you in your assignment.

GLOSSARY

1. Adult Learner[a] -- The adult learner is an individual who is over the age of sixteen and is likely to have social roles and responsibilities different from youth or children. If the adult is not enrolled formally as a full-time student in an educational institution, this individual typically has multiple pursuits involving work, family, community, and individual interests. Thus, adults have economic, domestic, and citizenship requirements which claim their time and attention.

2. Androgogy -- The art of helping adults to learn as opposed to teaching adults.

---

[a]Definition taken from Lifelong Learning in the Nation's Third Century by James R. Broschart, HEW Publication Number (OE) 76-09102.

BIBLIOGRAPHY

Boggs, David L. A Study of Teacher Aides in Ohio Adult Basic Education Programs (Ohio State Department of Education, Columbus, 1976) ED 133-522, 43pp.

Broschart, James R. Lifelong Learning in the Nation's Third Century HEW Publication Number (OE) 76-09102 (U.S. Government Printing Office, Washington D.C., 1977). Stock Number 017-080-01621-4

National Panel on High School and Adult Education. The Education of Adolescents (Washington D.C., 1973)

Parker, James. Adult Performance Levels (U.S. Office of Education, Washington D.C., 1978)

United States Congress. Government Report 20:1201, 1203 and 1205, Senate Report 634 (91st Congress, 2nd Session)

United States Congress. Public Law 91-230; The Adult Education Act (ESEA, Title III).

United States Congress. Public Law 93-380 (Educational Amendment 194).